# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
| --- | --- | --- |
| 2. | Teaching institution | University of Huddersfield |
| 3. | School and Department | School of Arts and Humanities  Department of Communication and Humanities |
| 4. | Course accredited by | N/A |
| 5. | Mode of Delivery | Full-time (three years) / Sandwich (four years) |
| 6. | Final Award | BA (Hons) |
| 7. | Course Title | Film Making |
| 8. | UCAS Code | X |
| 9. | Subject benchmark statement | Communication, Media, Film and Cultural Studies, 2019 |
| 10. | Date of Programme Specification Approval | August 2023 |

## 11. Educational Aims of the Courses

The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

### University of Huddersfield Graduate Attributes

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

The BA (Hons) degree in Film Making sits within the subject area of Media, Journalism, Film and Drama. Our suites of courses recognise the broad, interdisciplinary nature of the Communication, Media, Film and Cultural studies subject benchmark statement. They reflect the changes to media industries, production, texts, use and technologies articulated through key concepts and processes such as convergence, mediatisation and platformisation. Our courses are rooted in a triple focus on analytical, technical and creative skills, that aim to support continued professional graduate success. In line with the QAA benchmark statement, our graduates will demonstrate knowledge and understanding of the following:

1. The role of communication systems, modes of representations and systems of meaning in the ordering of societies.
2. Economic forces that frame the media, film, cultural and creative industries, and the role of those industries in contemporary political and cultural life.
3. The role of changing technology, including emerging digital technologies, in media production, content creation and manipulation, distribution, access and participation.
4. The diverse modes of reception and use of media technologies and contents.
5. The contributions of media organisations to the shaping of modernities.
6. The interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems.
7. The processes linking pre-production, production, distribution, circulation, reception and use.
8. Key production processes and professional practices relevant to media, film, cultural and communication industries, and ways of conceptualising creativity and authorship.
9. Professional and occupational codes and practices in cultural production, distribution and reception.
10. How media products and platforms might be understood within broader concepts of culture.
11. The aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms.
12. Creative processes and practice through engagement in one or more production practices.
13. The ways in which forms of media and cultural consumption are embedded in everyday life, and serve as ways of claiming and understanding identities.
14. The ways in which creative artefacts and originated, realised and distributed, and the extent to which these processes have changed and continue to change.

The course also operates within the general context established by the aims of the School of Arts and Humanities, and its predecessor the School of Music, Humanities and Media. It therefore also seeks to achieve the following supra-disciplinary aims:

1. To widen choice within the School’s undergraduate courses by allowing students to follow a course within a framework that enables coherence and progression.
2. To provide an intellectually challenging experience throughout all levels of study by articulating key concepts associated with the discipline.
3. To promote independence of study and thought, to encourage working as a member of a team, and to encourage the application of theoretical and practical approaches to the solution of problems.
4. To provide students with a range of academic, practical and personal skills that can contribute to their social and career development.
5. To prepare students for effective engagement with further employment or education.

## 12. Course Learning Outcomes

On completion of the course, students will be able to demonstrate:

### Knowledge and Understanding

1. A critical understanding of a concepts, approaches, theories, and thinkers in the interplay of culture, media, technologies (of production, distribution and reception) and society, with a particular focus on popular culture, consumer and commercial culture, and entertainment (QAA 2019, 5.2.i)
2. An understanding and appreciation of historical development of forms of mediated communication including film, television, online media as structuring and structured structures (QAA 2019, 5.2.ii)
3. An understanding of processes of content production of sound, image, text and moving image in screen, broadcast or online media and appreciation of and capacity to achieve industry standards (QAA 2019,.5.4.i)
4. A comprehension and appreciation of the context and consequences of the emergence of media convergence and the role of participatory media in production, dissemination and reception of mediated content. (QAA 2019, 4.2.vi)
5. The capacity to critically assess and reflect one’s own creative, technical and analytical work through and understanding of the conceptual and methodological canon in the study of media and communication (QAA 2019, 5.2.v)
6. An understanding of carrying out research and analysis of media industries, technologies users and content in a variety of forms involving sustained independent and critical enquiry. (QAA 2019, 5.3.i)
7. Knowledge of structures of funding and commissioning in sectors of the creative industries relevant to specific programmes including those specific to processes of media convergence participatory culture and platformisation. (QAA 2019, 5.4.i.b)
8. Utilise knowledge of technical and creative skills and practices in screen production to challenge and advance existing forms and conventions (QAA 2019, 5.4.iv)

### Professional/practical skills

1. Competencies in processes and technologies of video production including cinematography and lighting (QAA 2019, 7.5.i)
2. An understanding of professional and occupational codes and practices in screen industries (QAA 2019, 4.4.v)
3. Competencies in practices and technologies of post-production including editing (QAA 2019, 7.5. i)
4. Critically informed competencies in production management in its technological, legal and industry context (QAA 2019, 7.5. viii.)
5. Competencies in the creative and organisational processes of film preproduction based on an in-depth understanding of the interplay between form and content in motion pictures (including liveness and seriality) (QAA 2019, 7.5. viii)
6. A detailed understanding of practices and processes of the promotion and distribution of film and television (QAA 2019, 7.5. vii)
7. Competencies in technical and creative processes of film production reflecting the specificity of filmic forms (QAA 2019, 7.5. viii & ix)

### Transferable/Key Skills

1. Work independently and flexibly demonstrating self-direction (QAA 2019, 5.6.i)
2. Assess personal strengths and weaknesses as part of the process of PDP (QAA 2019, 7.5.xii).
3. Systematically collate and order information collate, and to develop ideas and cogently expressed through different textual forms (QAA 2019, 5.6.ii)
4. Undertake systematic, independent research employing appropriate methods (QAA 2019, 5.6.iii)
5. Produce creative, analytical and technical work in in a self-directed manner (QAA 2019, 5.6.iV)
6. Communicate effectively in interpersonal contexts (QAA 2019, 5.6.v)
7. Demonstrate problem solving project management and delivery skills (QAA 2019, 5.6.vii)
8. Use a variety of computer-based skills including competences in digital and screen production (including editing, budgeting and scheduling software) (QAA 2019, 5.6.ix)
9. Anticipate and respond to changing professional demands and opportunities in a digital world (QAA 2019, 5.5.i and 5.6.ix)
10. Use knowledge and understanding of communication, culture and media to critically assess of existing media systems and their premises and consequences with particular regard to their role in processes of democratic participation and citizenship (QAA 2019, 7.5.xiii)

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

**13.1**

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 1 | AFC1023 Analysing Content: Text, Genre and Image | Core | 20 |  |
| F (FHEQ 4) | Term 2 | AFC1420 Film and Media Industries | Core | 20 |  |
| F (FHEQ 4) | Term 1 | AFC1416 Filmmaker’s Launchpad | Core | 40 |  |
| F (FHEQ 4) | Term 2 | AFC1417 Creating Screen Fiction | Core | 40 |  |
|  |  |  |  |  | Cert HE (120 credits) |
| I (FHEQ 5) | Yearlong | AIC2119 From Studio to Social Media: Media Careers and Entrepreneurship | Core | 20 |  |
| I (FHEQ 5) | Yearlong | AIC2422 Production Management | Core | 20 |  |
| I (FHEQ 5) | Yearlong | AIC2425 Film Production Project: Development and Pre-Production | Core | 20 |  |
| I (FHEQ 5) | Yearlong | AIC2427 Lights, Camera, Action... and Cut: Specialist Skills in Film Production | Core | 20 |  |
| I (FHEQ 5) | Yearlong | AIC2810 Global Popular Cinema: Hollywood and Beyond | Core | 20 |  |
| Students also take 20 credits from the following modules. | | | | | |
| I (FHEQ 5) | Yearlong | AIC2424 Developing Formats and Programmes for Television: From Idea to Pitch | Option | 20 |  |
| I (FHEQ 5) | Yearlong | AIE2401 Screenwriting and Genre | Option | 20 |  |
| I (FHEQ 5) | Yearlong | AIM2312 Scoring the Silver Screen: The Musicology of Film and Television | Option | 20 |  |
| I (FHEQ 5) | Yearlong | AIC2318 Fandom and Participatory Media | Option | 20 |  |
| I (FHEQ 5) | Yearlong | AID2111 Performance Across Media | Option | 20 |  |
|  |  |  |  |  | Dip HE (240 credits) |
| After Year 2, students have the option of taking the following module, to complete a four-year sandwich course. | | | | | |
|  | Yearlong | ASX0001 Work Placement Year | Option | 120 |  |
| Students on a three-year pathway move directly to Level 6. Those who opt to complete a four-year degree course, move to Level 6 at the completion of ASX0001. | | | | | |
| H (FHEQ 6) | Yearlong | AHC3017 Media Industry Project | Core | 40 |  |
| H (FHEQ 6) | Yearlong | AHC3302 Film Production Project: Production and Post-Production | Core | 40 |  |
| H (FHEQ 6) | Yearlong | AHC3917 Branding and Advertising | Core | 20 |  |
| Students also take 20 credits from the following modules. | | | | | |
| H (FHEQ 6) | Yearlong | AHC3016 Sustainable Media: Principles and Practice | Option | 20 |  |
| H (FHEQ 6) | Yearlong | AHC3119 Stars and Celebrity | Option | 20 |  |
| H (FHEQ 6) | Yearlong | AHC3803 Fantasy, Horror and Cult Film | Option | 20 |  |
| H (FHEQ 6) | Yearlong | AHC3914 Video Shorts: Music, Advertising and Short Film | Option | 20 |  |
| H (FHEQ 6) | Yearlong | AHC3916 Video Games and Culture | Option | 20 |  |
|  |  |  |  |  | BA Hons (360 credits, or 480 credits for those who have completed ASX0001) |

### 13.2 Interim Awards

120 credits at Level 4 or above: Certificate of Higher Education in Film Making

240 credits, with at least 120 credits at Level 5 or above: Diploma of Higher Education in Film Making

360 credits: BA (Hons) Film Making

480 credits, of which 120 credits must be from the placement year: BA (Hons) Film Making

## 14. Teaching, Learning and Assessment

14.1 Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression into film, media and related careers.

14.2 The course features a variety of modes of delivery, giving opportunities for students to develop both individual and group-based skills. These include lectures, seminars, practical classes and demonstrations, supported studio time, small group and individual tutorials. Teaching and learning takes place in a variety of settings, from classrooms and seminar rooms to PC labs, specialist media production rooms, film and television studios, and out on location.

14.3 Formative assessment takes place in all modules. This may include individual and group presentations, essay plans and drafts, structured class discussions and a range of practical film making and other media tasks, to allow students to check their development and gain tutor feedback before summative assessment. Use may also be made of peer assessment.

14.4 Summative assessment aims to support learning and measure achievement. Assessment methods are described in each module specification. A range of summative assessment methods are employed, to assess the development of students’ analytical, creative and technical skills. These will include the creation of films as well as other digital media content, supporting documentation reflecting practice in the film and media industries, essays, presentations, in-class tests, evaluative reports, work placements and more.

14.5 There is an increased load on students at certain times of the year. This is mitigated by releasing assessment briefs and deadline dates at the outset of each module, and through signposting throughout the teaching term to help students prepare in advance and manage their workload wherever possible.

14.6 Personal Development Planning as a structured and supported process is undertaken by students throughout the course in a variety of ways. At each level, students will be given opportunities to reflect upon their learning, performance and achievement, and relate their development to the media industries and potential career paths. Specific examples embedded in modules include: in AIC2119, students create a career plan including a CV to further focus on their learning on graduate employability. In AHC3017, those students who have not chosen to take up the placement year, can still engage extensively with industry by working with an outside client under tutor supervision, in one or more media placements or projects. Students receive regular teaching from digital media industry professionals, both in the form of part-time colleagues taking modules on an hourly-paid basis, as well as through guest speakers at all levels of the degree. Work experience and related opportunities are circulated regularly using a bulletin board on the University’s VLE.

14.7 The course has been designed with equality, inclusivity and diversity at its heart. The course considers the place of film and other forms of screen media in society, including narratives from a broad range of perspectives and cultural manifestations of power, privilege and dominance.

## 15. Support for Students and their Learning

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fstudents.hud.ac.uk%2Fhelp%2Fdisability%2F&data=05%7C01%7CA.Miller%40hud.ac.uk%7Ced342f5bb45a476808a308dafeca8b20%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C638102443105457522%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=DbljzenGn3guvKVHccYs14Qi1%2BLH6Vc4UL4ZI9sKLa0%3D&reserved=0).

**15.2.3 Careers and Employability Service (CES)**

The Careers and Employability service provide support to students with:

* Career planning confidence building and decision making
* Jobs, work experience and volunteering
* All aspects of jobs seeking (CVs, applications, psychometric tests, interviews and assessment centres)
* Advice on further study
* Lifetime support for graduates

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [Finance, fees and payments - University of Huddersfield](https://students.hud.ac.uk/help/finance/)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

**15.3 School Level**

The School of Arts and Humanities provides additional student support using a variety of approaches:

* A team of academic skills tutors help support students with analytical assessments, through online resources available on the University’s VLE, and personal tutorials arranged directly or as part of regular drop-in sessions.
* The School’s guidance officers are available to help students by providing pastoral care and advice.
* Students are introduced to the academic and personal support made available to them by the School during induction. Details are also included in the course handbook.

**15.4 Course Level**

At course level support is provided by:

* In line with legal equality requirements, arrangements can be made to alter the pattern of attendance and mode of delivery, to allow learning experiences to be achieved without causing unnecessary burdens on students involved. This can include the use of remote learning technologies, involving either live participation in classes taking place on campus, or engagement with recorded learning resources. It can also involve adjusting timetables and providing an extended range of learning resources and support, especially with technical media equipment and software.
* Our subject area’s team of media technicians generally support the use of technical facilities for all students, including our specialist TV, radio and film studios, cameras and audio recording equipment, editing and media management software. This support can take the form of in-class demonstrations, ad hoc support in person or through remote video calling, and a range of electronic helpsheets and video resources, made available through the University’s VLE.
* Students also receive support from their Personal Academic Tutors, who normally remain with them throughout their studies. Students are offered five PAT meetings per academic year but can also contact their PAT for ad hoc meetings should the need arise.

## 16. Criteria for Admission

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international). <http://www.hud.ac.uk/international>

If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [Section-3 - University of Huddersfield](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/)

**16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.**

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available on the [Disability support - University of Huddersfield](https://students.hud.ac.uk/help/disability/)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [List of courses for 2023-24 (hud.ac.uk)](https://courses.hud.ac.uk/2023-24/sort:title)

* 1. However, the specific entry requirements and admission criteria for the courses are detailed below:
  + 104-112 UCAS points from a combination of Level 3 qualifications
  + Other experience or qualifications that demonstrate appropriate knowledge and skills may be acceptable.

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:** The School and subject area evaluates and improves the quality and standards of teaching and learning in several ways. This includes, but is not necessarily limited to, regular peer observation of teaching, module evaluation surveys, the Huddersfield Student Survey for students in years 1 and 2, and the National Student Survey for students in their final year.

## 18. Regulation of Assessment

University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

**19. Indicators of Quality and Standards**

The Subject Area of Media, Journalism and Film, as it then was, completed a Subject Review during 2020.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook.

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module code** | **HGA 1**  **Self-motivated** | **HGA 2**  **Commercially aware** | **HGA 3**  **Enterprising** | **HGA 4**  **Resilient** | **HGA 5**  **Effective collaborator** | **HGA 6**  **Confident leader** | **HGA 7**  **Globally & socially aware** | **HGA 8**  **Plans personal development** |
| **AFC1023** | x | x |  | x |  |  | x |  |
| AFC1416 | x | x |  | x | x |  | x |  |
| AFC1417 | x | x |  | x | x |  | x |  |
| AFC1420 | x | x |  | x |  |  | x |  |
|  |  |  |  |  |  |  |  |  |
| AIC2119 | x | x | x | x |  |  | x | x |
| AIC2422 | x | x | x | x | x | x | x | x |
| AIC2423 | x | x | x | x | x | x | x | x |
| AIC2424 | x | x | x | x | x | x | x | x |
| AIC2425 | x | x | x | x | x | x | x | x |
| AIC2427 | x | x | x | x | x | x | x |  |
| AIC2810 | x | x |  | x |  |  | x |  |
| AIC2911 | x |  |  | x |  |  | x | x |
| AIE2401 | x | x | x | x |  |  | x | x |
| AIM2312 | x | x | x | x |  |  | x |  |
|  |  |  |  |  |  |  |  |  |
| ASX0001 | x | x | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |  |
| AHC3017 | x | x | x | x | x | x | x | x |
| AHC3016 | x | x | x | x | x | x | x | x |
| AHC3119 | x | x | x | x |  |  | x |  |
| AHC3302 | x | x | x | x | x |  | x | x |
| AHC3803 | x | x |  | x |  |  | x |  |
| AHC3914 | x | x | x | x | x | x | x | x |
| AHC3915 | x | x | x | x |  |  | x |  |
| AHC3916 | x | x | x | x |  |  | x |  |
| AHC3917 | x | x | x | x |  |  | x |  |

**PSD Appendix 2**

**Modules mapped to course learning outcomes (CLOs)**

**Course learning outcomes for the final award of BA (Hons) Film Making**

**Modules mapped to CLOs by award**

| **CLO** | **AFC1023** | **AFC1420** | **AFC1416** | **AFC1417** | **Cert HE** | **AIC2119** | **AIC2422** | **AIC2424** | **AIC2425** | **AIC2427** | **AIC2810** | **AIE2401** | **Dip HE** | **AHC3017** | **AHC3119** | **AHC3302** | **AHC3803** | **AHC3914** | **AHC3916** | **AHC3917** | **BA (Hons)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | x | x |  |  |  | x | x | x |  |  |  |  |  | x | x |  | x | x | x | x |  |
| **2** | x | x |  |  |  | x | x | x | x | x | x |  |  | x | x |  | x | x | x | x |  |
| **3** |  | x | x | x |  |  |  |  |  |  |  | x |  | x |  | x |  | x |  |  |  |
| **4** | x |  |  |  |  | x | x | x | x | x | x | x |  | x | x |  | x | x | x | x |  |
| **5** |  |  | x | x |  |  | x |  | x |  |  |  |  | x |  | x |  |  |  |  |  |
| **6** | x | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** |  | x |  |  |  | x | x | x | x |  |  |  |  |  |  | x |  | x |  |  |  |
| **8** |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| **9** |  |  | x |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| **10** |  |  | x | x |  | x | x | x | x |  |  |  |  |  |  | x |  |  |  |  |  |
| **11** |  |  |  | x |  | x |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |  | x | x |  |  |  | x |  | x |  |  |  |  |  |
| **13** |  |  |  |  |  |  | x | x | x |  |  |  |  | x |  |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  | x |  | x |  |  |  |  | x |  |  |  |  |  |  |  |
| **15** |  | x | x | x |  | x |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |
| **16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **17** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **18** | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| **20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| **22** |  |  |  | x |  |  | x | x | x |  |  |  |  | x |  | x |  | x |  |  |  |
| **23** | x | x |  |  |  | x |  |  |  |  | x |  |  | x | x | x | x | x | x | x |  |
| **24** |  |  | x | x |  |  |  |  | x | x |  | x |  | x |  | x |  | x |  |  |  |
| **25** |  | x | x | x |  | x | x | x | x | x | x | x |  | x | x | x | x | x | x | x |  |

**PSD Appendix 3**

**Subject Benchmark Mapping**

Demonstration of how course learning outcomes map onto the relevant [QAA subject benchmark](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) statement (Section 6 Benchmark Standards) (or, mapping to the relevant [QAA Characteristics Statement](https://www.qaa.ac.uk/quality-code/supporting-resources) if no subject bench is applicable):

**Subject benchmark statement: Communication, Media, Film and Cultural Studies 2019**

| **Subject Benchmark Statements** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** | **CLO10** | **CLO11** | **CLO12** | **CLO13** | **CLO14** | **CLO15** | **CLO16** | **CLO17** | **CLO18** | **CLO19** | **CLO20** | **CLO21** | **CLO22** | **CLO23** | **CLO24** | **CLO25** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4.2iv** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |
| **4.2vi** |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.3iii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.3v** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  |
| **4.3viii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |
| **4.4viii** |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.4x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |
| **4.6vi** |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.2i** | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.2ii** |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.2v** |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.3i** |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.3iv** |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.4i** |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.5i** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.6i** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |
| **5.6ii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |
| **5.6iii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.6iv** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.6v** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| **5.6vii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.6ix** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7.3iii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |
| **7.3ix** |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  |
| **7.3x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| **7.5xii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |
| **7.5xiii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Appendix 4 Personal Development Planning (PDP)**

Personal development planning is a feature of a wide range of modules. As indicated in the graduate attribute mapping exercise above, industry engagement is ongoing and the use of industry-style teaching and learning activities features on all courses in all years, on too many occasions to meaningfully trace in detail in this table.

Additional PDP elements are also offered by the subject area outwith the formal module structure, including a regularly updated jobs and work placements board on Brightspace, and further guest speakers and industry field trips open to students across modules and years on an ad hoc basis.

Instead, this appendix focuses on the main PDP opportunities on certain core modules.

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | AIC2119 | Summative assessment 2 addresses PDP activities in detail, requiring students to produce evidence of their career development so far in support of their career plan. | Students must gather together work completed so far, both within and outside the course, including that published on their blogs from Year 1. |
| **EVIDENCE** |  | Assessment 2 |  |
| **Career Planning** | AIC2119 | Summative assessments 1 and 2 both have a focus on career planning: in assessment 1, students must contact industry professionals in an area of interest to them and interview them about their work, in assessment 2, students must submit a career plan, including a CV and other supporting paperwork. | Students must identify a potential career and either create or update information that will help them move closer to their goal, and in the shorter term, secure a placement either as part of a placement year or for module AHC3017. |
| **EVIDENCE** |  | Assessments 1 and 2 |  |
| **Developing independence / confidence** | AIC2119 | Summative assessment 1 obliges all students to make relevant contacts in their chosen area. This helps build knowledge of the industry and also helps students develop resilience. | Students must identify potential contacts from a career they are interested in, then contact with them directly and complete interviews, utilising the responses in their assessment 1 essays. |
| **EVIDENCE** |  | Assessment 1 |  |

**Placement Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | ASX00001 | Students must complete a reflective report, reflecting on the placement year, to pass the module. | Students complete the report for submission at the end of the placement year. |
| **EVIDENCE** |  | Summative assessment |  |
| **Career Planning** | ASX00001 | Students are able to get a taste of a career they may want to pursue. | Placements last up to 48 weeks. Students are expected to complete paid full-time work during that period. |
| **EVIDENCE** |  | Supervision meetings with tutor |  |
| **Developing independence / confidence** | ASX00001 | Students spend up to a year working in one or more industry settings. | During the placements, there is a clear expectation that students are working as paid professionals in their chosen workplace setting. |
| **EVIDENCE** |  | Supervision meetings with tutor |  |

**Final Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | AHC3017 | Students must complete a reflective report, reflecting on the work placement or industry project, for summative assessment 3. | Students complete a reflective report for submission at the conclusion of the placement or project, in the spring. |
| **EVIDENCE** |  |  |  |
| **Career Planning** | AHC3017 | Students are able to get a taste of a career they may want to pursue. | Placements or projects last 120 hours of working time. |
| **EVIDENCE** |  | Assessments 1-3 (Assessment 1 is the plan, 2 is the portfolio of work, 3 is the reflection as noted above) |  |
| **Developing independence / confidence** | AHC3017 | Students must source and complete these placements or projects themselves, with tutor support. | During the placements or projects, students will work with the placement provider to contribute to that organisation’s activities. |
| **EVIDENCE** |  | Supervision meetings with tutor. |  |

**PSD Appendix 5**

**Assessment Schedule**

The usual last submission points for the BA (Hons) Film Making is as follows:

Year 1: AFC120, Assessment 2: In-class test, Week 25.

Year 2: AIC2425, Assessment 2: Oral assessment, Week 26.

Final Year: AHC3914, Assessment 2: Project work, Week 25.

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

| **Module Code** | **Assessment Task** | **Week number** |
| --- | --- | --- |
| AFC1023 | 1. Written assessment | 10 |
|  | 2. In class test | 13 |
| AFC1420 | 1. Written assessment | 18 |
|  | 2. In class test | 25 |
| AFC1416 | 1. Project work | 12 |
|  | 2. Written assessment | 13 |
| AFC1417 | 1. Project work | 24 |
|  | 2. Written assessment | 24 |
|  |  |  |
| AIC2119 | 1. Written assessment (essay) | 16 |
|  | 2. Written assessment (career plan/PDP) | 25 |
| AIC2422 | 1. In-class test | 8 |
|  | 2. Portfolio | 22 |
|  | 3. Written assessment | 25 |
| AIC2424 | 1. Project work | 22 |
|  | 2. Oral assessment | 25 |
| AIC2425 | 1. Project work | 23 |
|  | 2. Oral assessment | 26 |
| AIC2427 | 1. Practical skills assessment | 22 |
|  | 2. Written assessment | 25 |
| AIC2810 | 1. In-class test | 12 |
|  | 2. Written assessment | 24 |
| AIE2401 | 1. | 10 |
|  | 2. | 13 |
|  |  |  |
| AHC3017 | 1. Written assessment (proposal) | 6 |
|  | 2. Portfolio | 22 |
|  | 3. Written assessment (reflective report) | 25 |
| AHC3119 | 1. Written assessment | 16 |
|  | 2. Portfolio | 24 |
| AHC3302 | 1. | 20 |
|  | 2. | 24 |
| AHC3803 | 1. Written assessment (genre) | 22 |
|  | 2. Written assessment (case study) | 25 |
| AHC3914 | 1. Written assessment | 11 |
|  | 2. Project work | 25 |
| AHC3916 | 1. Written assessment | 13 |
|  | 2. Project work (video essay) | 25 |
| AHC3917 | 1. Written assessment | 14 |

**CAB Model**

Please select a CAB Model, please see our [guidance on identifying a CAB Model](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx):

| **Model** | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |